

Grade 3 Directions for Documenting Literacy Objectives				
Reading Behavioral Objectives The objectives listed inside this card are taken from the North Carolina English Language Arts Standard Course of Study. They are grouped by quarter in a suggested order for instruction and assessment. Some of the reading objectives are deemed essential as indicated by being preceded with a box <input type="checkbox"/> . These objectives should be assessed by observing student behaviors over time without teacher support. The student's level of proficiency for each essential objective should be determined using the following rubric:				
Level 4: <ul style="list-style-type: none"> • Demonstrates proficiency of the objective with texts that are written beyond grade level • Consistently applies and extends the objective while reading • Consistently applies the objective with a high level of independence 				
Level 3: <ul style="list-style-type: none"> • Consistently demonstrates expected proficiency of the objective with grade appropriate text • Consistently applies the objective while reading • Begins to apply the objective independently 				
Level 2: <ul style="list-style-type: none"> • Inconsistently demonstrates expected proficiency of the objective with grade appropriate text • Has difficulty applying the objective while reading • Applies the objective only with teacher guidance 				
Level 1: <ul style="list-style-type: none"> • Does not demonstrate proficiency of the objective and is successful only with text written well below grade level • Cannot apply the objective while reading • Does not have the requisite concepts and skills to participate in grade level instruction 				
Non-essential Reading Objectives There are other reading objectives from the Standard Course of Study that should be developed and supported throughout the year, but do not require multiple observations or documentation of a level of proficiency. Place a check <input checked="" type="checkbox"/> on the line in front of these objectives when the student demonstrates them.				
Documenting Writing Proficiency Writing is assessed with both ongoing classroom observation and periodic unassisted writing procedures. Please refer to the directions at the bottom of the Expressive Literacy portion of the inside of the card to document writing proficiency on the Standard Course of Study objectives. The directions in the column to the right explain the unassisted process writing assessment procedures.				
Unassisted Process Writing Each quarter, students will be asked to complete an unassisted process piece of writing. Students select the topic and format of this writing and are allowed multiple class periods to develop the piece, moving through the writing process. Students may use resources available in the classroom, but the teacher does not confer or offer any assistance for this unassisted piece. The final copy of this unassisted writing is assessed using the WCPSS 3-5 Analytic Writing Rubric demonstrating the level of proficiency in each of the content writing features (focus, organization, support and elaboration, and style). The published piece is assigned an overall content score, based on grade level expectations. The writing is also reviewed to determine if it demonstrates expected proficiency in conventions (sentence structure, usage, spelling, capitalization, punctuation, etc.) The evaluation of the unassisted process writing is used to determine next steps in writing instruction, not a student's writing grade.				
Type of Writing (Check <input checked="" type="checkbox"/> one of the following)	Q 1	Q 2	Q 3	Q 4
Literary – i.e. narrative, poem, drama....				
Informational – i.e. report, learning log....				
Practical – i.e. instructions, note, letter....				
Topic (What is the writing about?)				
Date completed				
WRITING PROCESS (Place a check <input checked="" type="checkbox"/> if included with student's writing.)				
Prewriting				
Drafting				
Some evidence of revision				
Some evidence of editing				
Final publication demonstrates the student applied what was learned through the revision and editing of this piece of writing.				
CONTENT (Rubric Score of 4, 3, 2, or 1)				
Focus: Establishes and maintains a manageable topic				
Organization: Logical progression of ideas and overall completeness				
Support and Elaboration: Topic is developed with specific and relevant details				
Style: Word choice is precise and purposeful and sentence variety supports the flow of the writing				
OVERALL CONTENT RUBRIC SCORE				
Conventions (Rubric Score of 2, 1, or 0)				
Conventions demonstrate expected proficiency (2), minimal proficiency (1), or does not demonstrate proficiency (0)				

Grade 3 Receptive Literacy – Reading and Listening Behavioral Objectives

2010-2011

Quarter 1				Quarter 2				Quarter 3				Quarter 4			
Reading Habits				Reading Habits				Reading Habits				Reading Habits			
<p>1.061 Read independently every day for at least 20 minutes to improve reading fluency (rate, expression, and accuracy)</p> <p>2.033 Read different kinds of poems including limericks, and riddles, and proverbs</p>				<p>1.062 Read independently every day for at least 20 minutes to learn more about various topics</p> <p>2.032 Read different types of nonfiction such as autobiographies, informational books, diaries, and journals</p>				<p>1.063 Read independently every day for at least 20 minutes to learn new vocabulary</p> <p>2.031 Read different types of fiction such as legends, novels, folklore, and science fiction</p>				<p>1.063 Read independently every day for at least 20 minutes to learn new vocabulary</p> <p>2.034 Read different types of texts including drama (plays and skits)</p>			
Vocabulary and Word Work				Vocabulary and Word Work				Vocabulary and Word Work				Vocabulary and Word Work			
<p>1.041 Increase vocabulary by doing lots of reading, listening to book talks, and discussing</p> <p>1.011 Figure out unfamiliar words by using what you know about long and short vowels, r controlled vowels, compound words, base words and plurals</p> <p>1.021 Figure out what words mean by applying the meanings of these prefixes (<i>un-, dis-, non-</i>) and suffixes (<i>-y, -ly</i>)</p>				<p>1.042 Increase vocabulary by doing lots of reading, listening, and viewing</p> <p>1.012 Figure out unfamiliar words by using what you know about contractions, vowel patterns like oi, ow, aw, r controlled vowels, plurals, and homophones (<i>like maid and made</i>)</p> <p>1.022 Figure out what words mean by applying the meanings of these prefixes (<i>bi-, mis-</i>) and suffixes (<i>-er, -est</i>)</p> <p>1.031 Use context clues to figure out the meanings of unfamiliar words</p> <p>1.051 Use the glossary to learn about new words in nonfiction text</p>				<p>1.043 Increase vocabulary by doing lots of reading, participating in book clubs, and studying how authors use words</p> <p>1.012 Figure out unfamiliar words by using what you know about vowel patterns air, ough, oo, possessives, and changing y to i when adding suffixes</p> <p>1.023 Figure out what words mean by applying the meanings of the prefix (<i>re-</i>) and the suffixes (<i>-ful, -ing, -less, -ness</i>)</p> <p>1.052 Use the dictionary to check the meaning and spelling of new words</p>				<p>1.044 Increase vocabulary by doing lots of reading, role playing, and participating in seminars</p> <p>1.013 Figure out unfamiliar words by using what you know about two sounds of the letter c, multi-syllable words ending in -er and -le, words beginning with a- and be-, contractions, and dividing words into syllables (VC/CVC like <i>hundred</i>, or VCC/CV like <i>bashful</i> and V/CV like <i>hotel</i> and VCV like <i>metal</i>)</p> <p>1.05 Use the glossary and dictionary to check the meaning and spelling of new words</p>			
Comprehension and Connections				Comprehension and Connections				Comprehension and Connections				Comprehension and Connections			
Before and During Reading Strategies				After Reading Strategies with Expository Text				After Reading Strategies with Narrative Text				Understanding Drama and Researching a Topic			
<p>2.07 Explain why you choose what you will read and tell what you hope to find out</p> <p>Performance Assessment _____</p> <p>2.0222 Preview stories and make predictions about the characters, setting, problem, or major events before reading</p> <p>Performance Assessment _____</p>				<p>2.021 Identify the purpose for reading a selection (What do you want to learn from this article?)</p> <p>Performance Assessment _____</p> <p>2.0221 Preview nonfiction texts and make predictions about what you will learn before reading</p> <p>Performance Assessment _____</p>				<p>3.011 Recognize different types of fiction texts like short stories, novels, fantasies, fairy tales, and fables</p> <p>Understand these Story Elements: 2.042 plot 2.043 conflict 2.044 sequence 2.046 resolution 2.041 author's purpose 2.046 lesson or message 2.0472 main idea and supporting details</p> <p>2.062 Summarize main ideas of stories</p> <p>Performance Assessment _____</p>				<p>Drama</p> <p>2.0341 Read and understand plays and skits</p> <p>3.014 Take part in acting out skits or other dramatic presentations</p> <p>2.049 Distinguish between facts and opinions (find examples in the texts)</p> <p>3.04 Recognize advertising techniques in order to make informed judgments about what to buy</p> <p>3.03 Check out facts, ideas, and concepts by comparing them to personal experiences and information found in texts</p> <p>3.06 Research a topic by developing guiding questions and exploring a variety of resources (articles, internet, reference books, interviews of people)</p> <p>2.081 Listen actively by facing the speaker, making eye contact, and asking questions to better understand what was said or to find out more information</p> <p>3.016 Reflect on new information learned and consider what else you want to study and learn</p>			
<p>During Reading Strategies (narrative text)</p> <p>2.023 make predictions</p> <p>2.026 make connections</p> <p>2.024 ask questions</p> <p>2.082 Ask questions to learn more or to clear up confusions when listening to others</p> <p>Performance Assessment _____</p> <p>2.01 Use fix-up strategies when what you read doesn't make sense (reread, read ahead, ask for help, slow down, ask questions, paraphrase, retell)</p>				<p>2.023 make predictions</p> <p>2.026 make connections</p> <p>2.024 ask questions</p> <p>Performance Assessment _____</p> <p>2.0441 Identify sequence in nonfiction texts (find examples in the text)</p> <p>Main Idea</p> <p>2.0471 Identify main idea and supporting details from nonfiction texts (find examples in the text)</p> <p>2.061 Summarize main ideas</p> <p>2.024 Ask open-ended questions after reading nonfiction texts</p> <p>Performance Assessment _____</p> <p>2.025 Find information in the text that answers the question, "What do you want to learn?"</p> <p>3.05 Find similarities and differences in the information found in nonfiction texts comparing the text features of graphs, charts, and maps and the information in the body of the text</p> <p>2.0581 Identify cause and effect in nonfiction texts (finding examples in the text)</p> <p>2.05 Draw conclusions and make inferences (find examples in the text)</p>				<p>2.042 plot</p> <p>2.043 conflict</p> <p>2.044 sequence</p> <p>2.046 resolution</p> <p>2.041 author's purpose</p> <p>2.045 lesson or message</p> <p>2.0472 main idea and supporting details</p> <p>2.062 Summarize main ideas of stories</p> <p>Performance Assessment _____</p> <p>3.012 Make personal connections to a story's plot, setting, and characters</p> <p>3.02 Find similarities and differences in events, characters, and ideas within a story and between different stories (find examples in the text)</p> <p>2.0410 Identify the main character's point of view and/or the author's point of view (find examples in the text)</p> <p>3.013 Discuss the main character's point of view</p> <p>Performance Assessment _____</p> <p>2.024 Ask open-ended questions after reading fiction</p> <p>Performance Assessment _____</p> <p>3.015 Make inferences and draw conclusions about characters and events</p>							
<p>Poetry</p> <p>2.0331 Read and understand poetry</p> <p>2.0411 Recognize similes, metaphors, and idioms in poetry and understand what they mean</p> <p>3.11 Recognize several different nonfiction genres such as biographies, articles, and instructions</p>															

Grade 3 Expressive Literacy – Writing and Speaking Behavioral Objectives

2010-2011

Quarter 1

Writing Variety

- 4.071 Write a variety of different types of texts including poetry, instructions, directions, and notes by either choosing the topic or type of text
- 4.094 Write notes, poetry, directions, and instructions

Quarter 2

Writing Variety

- 4.072 Write a variety of different types of texts including learning logs and letters by choosing either the topic or type of writing
- 4.093 Write friendly letters
- 4.022 Discuss information
- 4.028 Explain own learning

Quarter 3

Writing Variety

- 4.073 Write a variety of different types of texts including simple narratives by choosing either the topic or type of writing
- 4.091 Write personal narratives

Quarter 4

Writing Variety

- 4.074 Write a variety of different types of texts including skits and short reports by choosing either the topic or type of writing
- 4.092 Write short reports

Content Features

Focus

- 4.051 Explain to whom you are writing, for what purpose, and why you decided to use the selected form of writing (such as a story, list, poem, etc)
- 4.061 Include main ideas in writing samples
- 4.023 Continue a conversation with someone through either writing or speaking

Focus

- 4.052 Explain to whom you are writing, for what purpose, and why you decided to use the selected form of writing (such as learning logs or letters)
- 4.062 Stick to the topic when writing
- 4.081 Reread what you have written and revise by making it clearer

Focus

- 4.025 Tell a story by either writing or speaking
- 4.053 Explain to whom you are writing, for what purpose, and why you decided to use the selected form of writing (such as stories)
- 4.063 Stick to the topic when writing by using prewriting plans

Focus

- 4.054 Explain to whom you are writing, for what purpose, and why you decided to use the selected form of writing (such as drama and research reports)
- 4.064 Stick to the topic when writing by including the main ideas and using prewriting plans

Organization

- 4.021 Present information in an order that makes sense when speaking or writing
- 4.041 Come up with own ideas for topics to write about and plan before writing by drawing or talking to others

Organization

- 4.042 Come up with own ideas for topics to write about and plan before writing (may plan by using webs)

Organization

- 4.043 Come up with own ideas for topics to write about and plan before writing (may plan by using story maps)
- 4.083 Reread own writing and may revise by changing the order of the events or ideas

Organization

- 4.044 Come up with own ideas for topics to write about and plan before writing (may plan by using a list)
- 5.043 Compose two or more paragraphs with appropriate, logical sequence

Support and Elaboration

- 4.082 Reread own writing and make it better by adding descriptive words and phrases

Support and Elaboration

- 5.041 Write two or more paragraphs that have topic sentences and supporting details

Support and Elaboration

- 4.084 Reread own writing and make it better by combining short, related sentences for elaboration

Support and Elaboration

- 5.044 Write two or more paragraphs with enough details to help the reader clearly understand the topic

Style

- 4.085 Reread own writing and make it better by using better words (strong verbs)

Style

- 4.085 Reread own writing and make it better by using better words (precise vocabulary - synonyms for overused words)

Style

- 4.084 Reread own writing and make it better by combining short, related sentences for sentence fluency

Style

- 4.085 Reread own writing and make it better by using better words (precise nouns)

Conventions

Conventions

- 5.051 Use sound patterns to spell words
- 5.012 Use periods after initials and abbreviated titles
- 5.013 Use commas in dates and between city and state
- 5.08 Use handwriting (printing) that others can easily read

Conventions

- 5.03 Speak and write in complete sentences
- 5.052 Check spelling to see if it looks right and remember that some letters are silent
- 5.014 Use a capital letter to begin names of holidays and special events
- 5.011 Use capital letters for names of places (like states, mountains, seas, etc.)
- 5.015 Use commas in greetings (after the name)
- 5.016 Use apostrophes in the right place in contractions

Conventions

- 5.053 Spell words correctly using vowel pairs that you have studied (see *receptive objectives*)
- 5.02 Speak and write sentences where the verb matches the subject (i.e., he runs, **not** he run)
- 5.08 Use handwriting (printing and some cursive) that others can easily read

Conventions

- 5.06 Read back over own writing and check spelling using classroom resources (e.g., dictionaries, glossaries, word walls)
- 5.07 Reread own writing and look for mistakes in spelling, capitalization, and punctuation
- 4.10 Use computers or other keyboarding tools to write
- 5.08 Use handwriting (cursive) that others can easily read
- 5.017 Write book titles using capital letters to begin all important words and underline the title

Directions for Documenting Writing (Expressive) Proficiency

The level of proficiency of these writing objectives should be demonstrated through the development of the features of effective writing. As each objective is demonstrated by the student, place a check ✓ on the line preceding the objective number. At the end of each quarter, determine the level of proficiency of each feature as demonstrated in multiple writing samples and record that level in the box ☐ preceding the feature.

Third Grade Student Reading Assessment Profile

Student Name _____

School _____

2010-2011

Universal Screening Date _____

Administer this assessment to all students during recommended periods.

Oral Reading Fluency (ORF)

Words Correct Per Min _____ Accuracy Rate _____%

Risk Level _____

Digging Deeper

Running Record to be completed only on students reading BELOW level 23-24.

- **Formal** running records should be administered, using WCPSS book kits (i.e., original, alternate, AlphaKids).
- Determine the student's **highest** reading level, 90% or higher accuracy rate **and** a retelling score of 3 or 4 (for levels 7-24).
- Analyze errors to determine what information from text the child uses and/or neglects to guide your instruction (MSVs).
- Record and analyze formal running record using boxes below.

Running Record

Date _____ Book Level: _____

Book Title: _____

Accuracy Rate _____

SC Rate **1:** _____

Fluency Score _____

Retelling Score **3 or 4** (for levels 7-24)

**Analyze errors in oral reading (MSV).
What cues is the student using?**

Analyze the student's performance on retelling.

- If student is reading significantly below grade level (level 15-16 or lower) as indicated by running record, please refer to digging deeper process used for second graders and continue ongoing documentation of previously administered digging deeper assessments.
- If student is **at risk** as indicated by performance on the ORF yet reading above level 15-16, then administer the Names Test and WCPSS High Frequency Word list.
- Analyze errors from the Names Test to plan word work instruction. Continue ongoing documentation of previously administered digging deeper assessments.

Names Test

Date _____

Raw Score: _____ / 70

_____ % correct

Date _____

Raw Score: _____ / 70

_____ % correct

Names Test Analysis

Initial Consonants _____/37

Initial Blends _____/19

Consonant Digraphs _____/15

Short Vowels _____/36

Long Vowels (VCe) _____/23

Vowel Digraphs _____/15

Controlled Vowels _____/25

Schwa _____/ 15

Names Test Analysis

Initial Consonants _____/37

Initial Blends _____/19

Consonant Digraphs _____/15

Short Vowels _____/36

Long Vowels (VCe) _____/23

Vowel Digraphs _____/15

Controlled Vowels _____/25

Schwa _____/ 15

High Frequency Word List

Number of words read **automatically** (not sounding out) and correctly

of words _____ Date _____

words _____ Date _____

Mid-year Benchmark

If student is **at risk** as indicated by performance on the ORF, then update/administer the digging deeper assessments. Continue ongoing documentation of previously administered digging deeper assessments.

Oral Reading Fluency Date _____

Words Correct Per Minute _____

Accuracy Rate _____%

Risk Level _____

End-of-year Benchmark

Oral Reading Fluency Date _____

Words Correct Per Minute _____

Accuracy Rate _____%

Risk Level _____

Document dates and type of collaboration when student assessment results were discussed (PLC, Intervention, SST, CCR, etc.).